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AUTHOR Soberano, Rawlein G.
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ABSTRACT

This course outline includes four conceptually independent units or modules of study: (1) Influence of Cultural and Social Factors on Perception: Implications for Education; (2) Understanding Indo-Chinese Culture; (3) Understanding Intercultural Relations in Schools; and (4) Designing Indc-Chinese Ethnic Studies. Each module is outlined and contains a description, rationale, performance objectives, prerequisite requirements, organizational topics, instructional methods, learning activities, resources, and evaluation methods/criteria. Sample handouts covering various aspects of Indo-Chinese culture and ample discussion topics are provided. Conceptual models for ethnic studies, training needs, a course syllabus, and an instructional module are illustrated. (EB)

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TEACHER TRAINING IN
INDO-CHINESE ETHNIC STUDIES*

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A Credit/Non-Credit Course for School Personnel

Working with the Indo-Chinese

Sr. Laura Melancon, Project Director

Dr. Rawlein G. Soberano, Project Coordinator

Project Staff:

Dr. Ernest G. Chachere

Dr. Beverly C. Flanagan

Dr. George W. Gaines

Dr. Glenn M. Hymel

Dr. Viola D. King

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Our Lady of Holy Cross College

New Orleans, Louisiana

July 17-21, 1978

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UD019530

SYLLABUS

COURSE TITLE: Teacher Training in Indo-Chinese Ethnic Studies

DESCRIPTION: The course entitled Teacher Training in Indo-Chinese Ethnic Studies is composed of four conceptually interdependent units or modules of study which will facilitate participant use of the process of understanding and resolving intercultural conflict in schools. The four modules are: (1) Influence of Cultural and Social Factors on Perception: Implications for Education; (2) Understanding Indo-Chinese Culture; (3) Understanding Intercultural Relations in Schools; (4) Designing Indo-Chinese Ethnic Studies.

RATIONALE: The rationale for this course is based on the recognition that school personnel who work with the Indo-Chinese need to communicate more effectively with these students and their parents and foster greater understanding of and tolerance for intercultural differences among students. It is reasoned that these needs best can be met if teachers acquire (1) an awareness of and sensitivity for those social and cultural factors which influence perception; (2) a breadth of information relative to Indo-Chinese culture; (3) a grasp of intercultural interaction analysis; and (4) an understanding of a conceptual model for ethnic studies and the principles of systematic instructional design.

GOALS: Upon completion of this course, participants will:

- (1) Develop an awareness and understanding of the influence of cultural and social factors on perception;
- (2) Acquire a knowledge of representative material and non-material aspects of Indo-Chinese culture;
- (3) Understand American and Indo-Chinese intercultural relations in schools;
- (4) Prepare an Indo-Chinese Ethnic Studies course based upon a conceptual model for ethnic studies and the systems approach to instructional design.

PREREQUISITE KNOWLEDGE: None

OUTLINE OF COURSE TOPICS AND SCHEDULE:

July 17, 1978 (Monday)
9:00 a.m. - 12:00 noon
1:00 p.m. - 4:00 p.m.

1. Orientation to the Course
2. Influence of Cultural and Social Factors on Perception: Implications for Education

July 18 (Tuesday)
9:00 a.m. - 12:00 noon
1:00 p.m. - 4:00 p.m.

1. Influence of Cultural and Social Factors on Perception: Implications for Education (Continued)
2. Understanding Indo-Chinese Culture

July 19 (Wednesday)
 9:00 a.m. - 12:00 noon
 1:00 p.m. - 4:00 p.m.

1. Understanding Indo-Chinese Culture (Continued)
2. Understanding American and Indo-Chinese Intercultural Relations in Schools

July 20 (Thursday)
 9:00 a.m. - 12:00 noon
 1:00 p.m. - 4:00 p.m.

1. Understanding American and Indo-Chinese Intercultural Relations in Schools (Continued)
2. Designing Indo-Chinese Ethnic Studies

July 21 (Friday)
 9:00 a.m. - 12:00 noon
 1:00 p.m. - 4:00 p.m.

1. Designing Indo-Chinese Ethnic Studies (Continued)
2. Evaluation of the Course

INSTRUCTIONAL METHODS:

- A. Lecture/Discussion
- B. Demonstration
- C. Simulation
- D. Guided Discovery
- E. Guided Clinical Practice

ASSIGNMENTS:

- A. Attend all scheduled sessions.
- B. Participate in all designated learning activities.
- C. Complete all required tests--pretest, formative tests, and summative tests.
- D. Refer to recommended readings as needed.
- E. Design instructional materials appropriate to one's teaching situation.

RESOURCES:

- A. Instructional Modules
- B. Structure of Cultural Conflict in Education
- C. Conceptual Model for Resolving Cultural Conflict
- D. Systems Model and Checklists for Designing Instruction at the Course Syllabus and Instructional Module Levels

- E. Supplementary Handouts
- F. Vignettes for Case Study
- G. Artifacts of Indo-Chinese Culture
- H. Recommended Reading Materials

EVALUATION PLAN:

A participant's grade will be based upon how well he/she meets the objectives of the course rather than relative ranking in class. The following standards will be applied in determining individual grades:

- A: 90 - 100% mastery of objectives
- B: 80 - 89% mastery of objectives
- C: 72 - 79% mastery of objectives
- F: Below 72% mastery of objectives

Passing grades must be obtained for each of the three summative tests and the instructional design project. More specifically, each will contribute one-fourth to the final grade for the course.

Module 01: Influence of Cultural and Social
Factors on Perception: Implications for Education

MODULE 01: Influence of Cultural and Social Factors on Perception.
Implications for Education

DESCRIPTION: This module is designed to develop in participants of an awareness and understanding of the primary cultural and social factors that are likely to affect them in a multicultural environment. Particular learning activities in this module are intended to develop a recognition of the influence of cultural and social factors on perception. Other learning activities provide the cognitive base needed for understanding the effects of these factors in a classroom setting.

RATIONALE: The rationale for this module is based on the conviction that in order for participants to interact effectively with students, parents, and colleagues of varying cultural backgrounds, participants must be able to view objectively their own beliefs, attitudes, customs, and predilections. A clear understanding of anthropological concepts in combination with an appreciation of the unique characteristics of diverse cultures and associated behavior patterns will facilitate the development of effective teaching strategies.

PERFORMANCE OBJECTIVES: Upon completion of the learning activities associated with Module 01, and without access to reference notes and material, participants will be able to perform the following tasks in their entirety.

1. Based on the experiences provided by the "Rumor Clinic," derive a sound generalization (a statement or proposition regarding the relationship between two or more concepts, usually qualified by condition) about the nature of perception.
2. Given the Descriptive Map Profile of "Self, Class, and Inner City Residents," analyze perceptions of the inner city, giving particular attention to areas of agreement and disagreement using the "Hypothesis Testing" form provided in this module.
3. Based upon your anticipated responses and the actual responses of Indo-Chinese persons to selected questions, analyze the response best anticipated and the response least well anticipated using the "Hypothesis Testing" form provided in this module.
4. Based on the experiences in the simulation-game Bafa' Bafa', analyze the feelings generated by and draw generalizations from attempts to become accepted in a culture different from your own.
5. Based on activities related to objectives 1-4, generate the three dimensions of the structure of intercultural relations in schools.

PREREQUISITE: None

ADVANCE ORGANIZER FOR PRESENTATION:

- I. "Rumor Clinic"
- II. "Inner City Slides"
- III. "The Indo-Chinese Refugee: Four Views"

IV. Bafa'-Bafa'

V. The Three Dimensions of Intercultural Relations in Schools

INSTRUCTIONAL METHODS:

1. Guided Discovery
2. Simulation-Gaming

LEARNING ACTIVITIES:

1. Participate in the "Rumor Clinic" activity.
2. View the "Inner City Slides" and participate in the discussion that follows.
3. Listen to the "Indo-Chinese Tapes" and participate in the discussion that follows:
4. Participate in the simulation game "Bafa' Bafa'".
5. Participate in the brainstorming and posting relative to the three dimensions of intercultural relations in schools.

RESOURCES:

1. Anti-Defamation League. "Rumor Clinic." New York: ADL, 1968.
2. Chachere, E. G. "The Indo-Chinese Refugee: Four Views" College of Education, University of New Orleans, 1978.
3. Sakumura J., Carlson T., and Watts, R. "Inner-City Slides." Kansas City, Mo.: Mid-Continent Educational Laboratory, 1972.
4. Streets, G. Bafa' Bafa', (Second Edition) Del Mar, Calif.: Simile II, 1978.

EVALUATION: Complete satisfactorily all of the written exercises listed in performance objectives 1-4.

Module 02: Understanding Indo-Chinese Culture

MODULE 02: Understanding Indo-Chinese Culture

DESCRIPTION: This module will provide participants with basic descriptive information regarding Indo-Chinese life and culture. More specifically, the following topics will be addressed in depth: an historical overview, ethnic composition, language variations, family structure, religion, social position of men and women, schooling and education, housing and living conditions, dietary habits, and political orientation. In the examination of these topics, participants will have access to various materials and resource personnel. At the conclusion of this module, participants will have accumulated a storehouse of knowledge regarding Indo-Chinese culture and a catalog of resources available for classroom use.

RATIONALE: The rationale for this module is based on the notion that an understanding of and appreciation for Indo-Chinese culture on the part of the participant will (a) enhance his/her effectiveness in educating students from this background and (b) enable him/her to design instructional modules on Indo-Chinese culture for use in bringing non-Indo-Chinese students to an understanding and appreciation of Indo-Chinese culture. Furthermore, the specific illustrations of Indo-Chinese culture presented in this module, combined with the anthropological concepts mastered in Module 01, will provide the foundation for the participant's understanding of American and Indo-Chinese Intercultural Relations in Schools in Module 03.

PERFORMANCE OBJECTIVES: Upon completion of the learning activities associated with Module 02, and without access to reference notes and materials, participants will be able to perform the following tasks in their entirety.

1. Identify and discuss the major events of Indo-Chinese history regarding the following topics: Chinese domination, French occupation, American intervention, and the current U. S. experience.
2. Characterize the major traits of the following Indo-Chinese ethnic groups: Vietnamese, Montagnards, Chinese, and Khmer.
3. Compare and contrast the basic components and tonal structure of the Indo-Chinese language with the English language.
4. Explain the nature of the family structure in Indo-Chinese culture.
5. List and briefly explain the five major manifestations of religious belief in Indo-China.
6. Explain the nature, derivation, and ramifications of the social position of Indo-Chinese men and women.
7. Characterize the organizational structure of and popular attitude toward formal education in Indo-China.
8. Describe the most pervasive characteristic of housing and living conditions in Indo-China.
9. Demonstrate the relationship between the dietary habits of the Indo-Chinese and the geographical environment of the region.

10. Describe the major factors permeating the political and economic orientation of the Indo-Chinese.
11. Identify and locate various material and personnel resources appropriate for developing instructional materials on Indo-Chinese Ethnic Studies.

PREREQUISITES: None

ADVANCE ORGANIZER FOR PRESENTATION:

I. History

- A. Chinese Domination
- B. French Occupation
- C. American Intervention
- D. Experience in U.S.

II. Ethnic Composition

- A. Vietnamese
- B. Montagnards
- C. Chinese
- D. Khmer

III. Language Variation

- A. Tonal Structure
- B. Three Major Dialects
- C. Problems Relating to Language
- D. Non-Verbal Communication

IV. Family Structure

- A. Chief Source of Social Identity
- B. Paternal Basis
- C. Typical Household--Three Generations
- D. Marriage: A Social Contract

V. Religion

- A. Animism
- B. Buddhism

C. Catholicism

D. Cao Dai

E. Hoa Hao

VI. Social Position of Men & Women

A. Confucian Structure

B. Child Care

C. Class Stratification

D. Social Harmony

VII. Schooling & Education

A. Attitudes Toward Education

B. Organizational Pattern of Schools

1. Elementary--5 years

2. Secondary--7 years

C. Overcrowded Schools

D. Severe Teacher Shortage

E. Schooling Abroad for Some Upperclass Children

F. Typical Classroom Interaction

G. Home and School Values

VIII. Housing & Living Conditions

A. Small Construction of Masonry or Frame

B. Overcrowded

C. Beds of Bamboo or Wood; No Mattress

D. Toilet Training & Cleanliness

E. Clothing

IX. Dietary Habits

A. Rice - Basic Food

B. Limited Milk & Dairy Products in Diet

- C. Limited Protein Intake
- D. Never Leave Anything on Plate
- E. Use of Chopsticks & Bowl
- F. Fish Sauce in All Food
- X. Political & Economic Orientation
 - A. Allegiance to Family, Village, and Government (in that order)
 - B. Awareness of Constitutional Concepts and Democratic Ideals (though unseen)
 - C. Agrarian Economy
 - D. Labor Unions Since 1960
 - E. Women: Large Portion of Work Force
- XI. Sources of Material and Personnel Resources Related to Indo-Chinese Ethnic Studies

INSTRUCTIONAL METHODS:

1. Lecture/Discussion
2. Demonstration

LEARNING ACTIVITIES:

1. Participate in the lecture/discussion/demonstration session on "Understanding Indo-Chinese Culture."
2. Provide written responses to the performance objectives where applicable.

RESOURCES:

1. Supplementary Handouts
2. Artifacts
 - A. Food
 - B. Dress
 - C. Jewelry
 - D. Cooking/Eating Utensils
 - E. Photographs

F. Woodcarvings

G. Embroidery, etc.

EVALUATION: An objective-type summative test based on performance objectives 1-10 will be the sole criterion for evaluating participant performance in this module. Performance objective 11 is an enabling objective for performance objective 10 in Module 04.

MODULE 02

Supplementary Handout #1

I. History

A. Introduction

1. There exists a feeling of unity among the Vietnamese stemming from a cultural heritage of 4,000 years.
2. National pride and independence characterize the Vietnamese people despite innumerable instances of foreign domination.
3. They have an ability to blend with any foreign culture without losing their own ethnic identity.

B. Chinese Domination

1. The presence of China in Asia has been an influence on the other Asian countries, especially Vietnam which is its southern neighbor.
2. The Vietnamese have always admired China for its culture and feared it for its power.
3. From the second century B.C. to the tenth century A.D. the Vietnamese accepted Chinese culture but resented their presence.
4. Independence from China was achieved in 939 A.D.
5. All subsequent Chinese invasions were repelled through hard bargaining, payment of tributs, or acceptance of nominal Chinese sovereignty.
6. Internal conflicts between emperors and the bureaucratic structure in Vietnam attracted Chinese intrusion into domestic affairs.
7. The Vietnamese southern expansion continued until the fertile lands of the Mekong River Delta were acquired in the 18th century.

C. French Occupation

1. The French came to Vietnam in the 19th century and remained aloof from the people.
2. Vietnamese reaction varied from reluctant acquiescence to open resistance.
3. The French departed from Vietnam during World War II with the arrival of the Japanese who remained there until 1945.
4. With the arrival of the French after Japan's defeat, Vietnamese agitation for independence resulted in hostilities which culminated in the French rout at Dien Bien Phu in 1954.

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5. Vietnam was partitioned into two zones in 1954, resulting in a new phase of conflict between north and south.

D. American Intervention

1. Eisenhower was concerned about the spread of Communism in Asia.
2. Kennedy wanted to make up for the fiasco of the Bay of Pigs invasion in Cuba.
3. Johnson escalated the war in the hope that a rapid conclusion of the conflict could be effected.
4. Nixon wanted to Vietnamize the war as an approach to American disengagement.

E. Experience in the United States

1. There are various Vietnamese communities throughout America from the east to the west coast.
2. New Orleans ranks second only to Los Angeles as a haven for Vietnamese refugees.
3. The large numbers of Vietnamese moving from refugee centers (e.g., Woodland, Kingstown, etc.) to suburban areas represent a successful adjustment and assimilation into the mainstream of American society.

MODULE 02

Supplementary Handout #2

II. Ethnic Composition

A. Vietnamese

1. The Vietnamese constitute approximately 85% of S. Vietnam's population
2. Majority of population is young with a preponderance of females
3. Of those who came to the U.S., 52.3% are male and 47.7% are female
4. Age distribution can be broken into the following categories:
 - a. under 18 years of age - 45%
 - b. 18 - 24 yrs. old - 27%
 - c. 25 - 44 yrs. old - 12%
 - d. 45 yrs. and up - 12%
5. Most of the refugees were originally displaced people from North Vietnam after the partition of 1954.

B. Montagnard

1. Next to the Chinese, the Montagnard constitute the largest minority group in Vietnam.
2. They live in the highlands of the Chaine Annamitique, spread over a territory half the size of the country.
3. They are comprised of more than 30 tribes representing numerous social types, dialects and cultural patterns.

C. Khmer

1. The third largest minority group is the Khmer or Cambodians.
2. Their presence in Vietnam is explained by their desire for a "better way of life" and their search for more opportunities to improve their lot.
3. Their language and customs differ much from those of the Vietnamese.

Khmer - Hindu
 - Buddhist (Hinayana)
 - Language (Pali)
 - Inferior

Vietnam - China
 - Buddhist (Mahayana)
 - Language (Romanized Chinese)
 - Superior

MODULE 02

Supplementary Handout #3

II. Language Variation

A. Tonal structure

1. The Vietnamese language is tonal, using six different inflections.
2. Distinctions in meaning are conspicuous through the use of various levels of pitch.
3. Vietnamese is written in Roman Characters with a variety of accent marks.
4. Grammatical structure has the following characteristics:
 - a. Verbs are not conjugated
 - b. Nouns, pronouns, and adjectives are not declined
 - c. Distinctions are made through changes in word order
 - d. Certain words serve as indicators
 - e. There is a system of personal pronouns and personal classifiers indicating status relationships
5. Vietnamese words are single syllables, each expressing a distinct idea.

B. Major dialects: There are three major dialects--each different from the other.

C. Problems Relating to Language

D. Non-verbal Communication

MODULE 02

Supplementary Handout #4

IV. Family Structure

A. Introduction

1. By 1975 the average Vietnamese family had experienced more than 30 years of severe stress and hardship.
2. The population came to include millions who had been uprooted from places of ancestral ties due to military action and/or competing political loyalties.
3. Despite all of this, much of the traditional family system persists.

B. Chief Source of Social Identity

1. The family represents the chief source of social identity for the individual.
2. Nearly all South Vietnamese still view the family as having first claim on their loyalties.
3. The interests of each individual are subordinate to those of his common descent group.

C. Paternal Basis: the Vietnamese family structure is paternal in that individuals are identified by their connections through the father and the father's male line.

D. Typical Household of Three Generations: the traditional Vietnamese household consists of three generations--usually a senior couple, a married son with his wife and children, and the unmarried children of the senior couple.

E. Marriage: A Social Contract

1. Marriage is an affair involving all members of the extended family.
2. Pressure from relatives and friends discourages couples from entertaining thoughts of separation.
3. South Vietnamese marriage can require both civil and religious ceremonies.
4. Women retain maiden name after marriage.

MODULE 02

Supplementary Handout #5

V. Social Position of Men and Women

A. Confucian Structure

1. In accordance with long-standing Confucian tradition, elders, males, and persons of superior positions are honored and respected.
2. Great respect is given men, especially elder men and the head of the lineage, who traditionally make all important decisions for all family members.
3. Throughout her marriage a woman is expected to be dutiful and respectful toward her husband and his parents; nonetheless, the wife retains her own identity and her role in family affairs increases with the passage of time.
4. Love is communicated through talking softly to the child and through close physical contact and affection.
5. Generally, corporal punishment such as spanking or slapping a child's hands is not used, but rather the children are spoken to in a quiet, controlled manner.

C. Class Stratification

1. Many Vietnamese take class distinctions and status quite seriously.
2. There is a reluctance among Vietnamese to engage in inter-class associations.
3. Large numbers of the Vietnamese refugees in America are upper or middle class and skilled and/or well-educated.

D. Social Harmony

1. The Vietnamese place a high value on maintaining harmony in their social relationships.
2. The value set on harmony in interpersonal relations is expressed in everyday situations through the use of delicacy, tact, politeness and gentleness in dealing with others.
3. In the interest of harmony in social relationships the Vietnamese are prone to refrain from litigation and formal processes for settling differences; they prefer to work things out informally.

MODULE 02

Supplementary Handout #6

VI. Religion

A. Animism

1. The majority of South Vietnam's inhabitants identify themselves as animists.
2. Beliefs in good and evil spirits, both animate and inanimate, permeate the society.
3. Such beliefs have existed since ancient times and pre-date all religions.

B. Buddhism

1. Buddhism was founded about 500 B. C. and emerged in India as an offshoot of the Hindu faith.
2. Family religious observances take place in the home or in the family temple, if there is one.
3. Most families have both an ancestral altar dedicated to Buddha located in a prominent place in the main room of the house.

C. Catholicism

1. Catholics account for about 10 per cent of South Vietnam's population.
2. Catholicism was introduced into Vietnam by European missionaries in the 16th century and since the late 19th century has played an important role in the country's political life.

D. Cao Dai and Hoa Hao

1. Two religious movements founded in this century and indigenous to the Mekong Delta enjoy important followings.
2. Cao Dai, the older of the two, is an offshoot of Buddhism and is represented in the rural sectors of the southern Delta region.
3. Hoa Hao, the other, also identifies itself as a reformed Buddhist sect.

MODULE 02

Supplementary Handout #7

VII. Schooling and Education

A. Attitudes Toward Education

1. Education is highly esteemed by all strata of Vietnamese society
2. In rural areas, parents make every effort to have their children tutored at least in the rudiments of reading and writing.

B. Organizational Pattern of Schools

1. Education in S. Vietnam was organized along the model of the French school system.
 - a. Elementary education was distributed throughout a five-year period.
 - b. A minimum of three years of elementary was compulsory but was unenforced in many rural areas.
 - c. A certificate of primary studies was issued to those who have completed the five years.
2. The curriculum of the elementary school delineated
 - a. Early grades - Vietnamese language, national history, geography and civics
 - b. Upper grades - moral education, general science, arithmetic, drawing, and foreign language (English & French)
 - c. Student learning was accomplished mostly through memory work of large sections of the subject matter.
 - d. Classes met normally for 25 hrs. per week; half-day on Saturday.
3. Secondary education extended over a 4-year period:
 - a. First 4-years - Vietnamese history and geography, Chinese, Sino-Vietnamese*, English, French, civics, physics, chemistry and mathematics
 - b. Last 3 years - the student concentrated on one of 4 fields: modern languages, classical languages, mathematics or experimental sciences.
 - c. At the completion of the 7th year, a baccalaureate examination was given to determine eligibility for entrance into college or university.

*Sino-Vietnamese = same as Chinese characters but spelled differently.

- C. Overcrowded Schools: This was typical throughout the whole area with classrooms having at times as many as 65 students.
- D. Severe Teacher Shortage: the ravages of war obstructed the progress of the school system, especially in the rural areas, and consumed the adequate supply of teachers. Most teachers were men.
- E. Schooling Abroad for Some Upper Class Children: it was prestigious for upper class families to send their children abroad to attend to their academic pursuits in either European or American institutions.
- F. Typical Vietnamese classroom interaction--children are passive, due to fear and/or respect for teachers.
- G. No conflict between home and school values--complete trust in the discretion of the teacher in school matters.

MODULE 02

Supplementary Handout #8

VIII. Housing and Living Conditions

A. Small Construction of Masonry and Frame

1. The Vietnamese are used to a monsoon climate with an average temperature of 77-86.
2. Approximately 90% of the urban dwellers lived in houses of masonry and/or frame construction.
3. Since many of them lived in small houses, they will be satisfied to live in small apartments, where furniture requirements are modest.

B. Overcrowded: the gruesome aspect of the war drove people from the hamlets to the cities where protection was more secure. Families took in relatives from other provinces which resulted in living space problems.

C. Sleeping Habits

1. Vietnamese sleep in beds, without either a spring or mattress.
2. The bed is made of either bamboo or wood, covered by a reed mat

D. Toilet Training and Cleanliness

1. Younger children learn toilet habits by imitating the older ones.
2. A few use the ground to relieve themselves rather than go inside the house to do it, especially the boys.
3. Vietnamese children are as modest as any other groups regarding excretory functions.

E. Clothing

1. Girls tend more frequently to wear a blouse and loose pants which look like pajamas (ao dai).
2. Babies from very poor families do not often wear diapers.
3. Small children in the countryside do not wear socks and shoes.

MODULE 02

Supplementary Handout #9

IX. Dietary Habits

A. Rice: A Basic Food

1. The basic food in Vietnam is rice.
2. For each of the two or three meals per day, rice is supplemented by noodle soup, greens, fruits, and small amounts of meat and fish.

B. Limited Milk and Dairy Products in Diet

1. The Vietnamese are used to very little milk and milk products in their diet, and like many Orientals are not equipped genetically with the enzymes needed to properly digest dairy foods.
2. Older Vietnamese children commonly drink tea.
3. Babies and toddlers are also fed soft-cooked rice and soup with small amounts of cooked meat or fish.

C. Limited Protein Intake: the basic food supply available to the Vietnamese is quite restricted relative to protein level.

D. Never Leave Anything on Plate: due to the limited supply of food, it is an Oriental custom that the last grain of rice must be consumed and not wasted.

E. Use of Chopsticks and Bowl: the basic utensils in an Oriental meal consist mostly of chopsticks which are used for eating meat, vegetables, and rice from a bowl which holds both solids and liquids.

F. Fish Sauce in All Foods: Nuoc mam, a pungent sauce of fish preserved in brine, is a condiment used in all type of food (e.g., meat, poultry, fish, vegetables, soup, etc.).

MODULE 02

Supplementary Handout #10

X. Political and Economic Orientation

A. Allegiance to Family, Village and Government (in that order)

1. For the majority of Vietnamese, loyalty to family and village came before that due to the government. This is true of the older people.
2. This orientation was partly responsible for the downfall of the government in 1975.

B. Awareness of Constitutional Concepts and Democratic Ideals: the Vietnamese have never had a chance to see how democracy works. They had little experience with representative government and related political processes. The urban dweller was an exception.

C. Agrarian Economy

1. The Vietnamese economy is based largely on rice cultivation. Farming is the principal occupation of the people.
2. Rice, rubber, fish, tea, and coffee were its main exports.
3. Industry is in the area mostly of food processing plants and factories that produce consumer goods.

D. Labor Unions

1. They were started in Vietnam in the 1960's.
2. They had a limited effectiveness because of the worker's family-oriented traditions.
3. Paternalism still characterizes many employee-employer relationships.

E. Women: Large Portion of Work Force

1. Women were predominant among urban petty vendors and factory workers (after Diem)
2. Some large business enterprises and real estate firms were headed by women
3. Part-time business pursuits were the preoccupation of wives of middle- and upper-level civil servants.

Module 03: Understanding American and Indo-Chinese
Intercultural Relations in Schools

MODULE 03: Understanding American and Indo-Chinese Intercultural Relations in Schools

DESCRIPTION: This module introduces participants to concepts and procedures that will enable them to understand intercultural relationships in the school. A variety of American and Indo-Chinese cultural interactions will be studied and analyzed in terms of three dimensions: participants, communications, and cultural variables. As a result of intercultural sensitivities and concepts developed in Module 01 and the details of Indo-Chinese culture presented in Module 02, participants will be able to identify and explain instances of cultural conflict in the classroom environment.

RATIONALE: In order to teach effectively in a multi-cultural setting, participant must acquire (1) an awareness of and sensitivity for those social and cultural factors which influence perception; (2) a breadth of information relative to many cultures, particularly the cultures of the students in their classrooms; (3) skill in viewing behavior objectively; and (4) a grasp of the implications of social and cultural differences in schools. Having acquired these competencies, participants can expect a number of positive outcomes. First, the participant will be able to communicate better with the Indo-Chinese students and their parents. Second, the participant will be able to teach a module in Indo-Chinese Ethnic Studies with greater confidence and better results, namely, greater understanding of and tolerance for inter-cultural differences. Third, enlightened study of Indo-Chinese culture will enhance the feelings of pride in ethnic heritage and of self-worth on the part of the Indo-Chinese student.

PERFORMANCE OBJECTIVES: Upon completion of the learning activities associated with Module 03, and without access to reference notes and materials, the workshop participants will be able to perform the following tasks in their entirety:

1. Identify the three dimensions of intercultural relations and their levels.
2. Explain the structure of intercultural relations.
3. Given a situation depicting intercultural interaction, identify the various levels involving participants, communications, and cultural variables.
4. Generate a situation and identify the levels of the dimensions involved.
5. Given a series of vignettes which portray conflicts between Indo-Chinese culture and American education
 - a. Identify true and perceived meaning of behavior stimuli and responses.
 - b. Identify and explain the nature of the conflict.
 - c. Discuss the anticipated consequences of the conflict for the parties involved.

- d. Suggest viable solutions for resolving the conflict and ways for preventing its recurrence.

ADVANCE ORGANIZER FOR PRESENTATION:

- I. The Three Dimensions of the Structure of Intercultural Relations in Schools: A Review

- A. Participants Dimension

1. Students
 2. Parents
 3. Teachers
 4. Administrative Staff

- B. Communications Dimension

1. Majority-Initiated
 - a. Verbal
 - b. Non-verbal
 2. Minority-Initiated
 - a. Verbal
 - b. Non-verbal

- C. Cultural Variables Dimension

1. History
 2. Ethnic Composition
 3. Language Variation
 4. Family Structure
 5. Social Position of Men and Women
 6. Religion
 7. Schooling and Education
 8. Housing and Living Conditions
 9. Dietary Habits
 10. Political and Economic Orientation

- II. Structure of Intercultural Relations in Schools(Appendix A)
- III. Procedure for Understanding Intercultural Relations in Schools
 - A. Identification of Cells Involved in the Interaction
 - 1. Participants Cells
 - 2. Communications Cells
 - 3. Cultural Variable(s) Cell(s)
 - B. Analysis of the Interaction
 - 1. True Meaning of Behavioral Stimuli Exhibited
 - 2. Perceived Meaning of Behavioral Stimuli Exhibited
 - 3. True Meaning of Behavioral Response Exhibited
 - 4. Perceived Meaning of Behavioral Response Exhibited
 - 5. Continuation of 1-4 ad infinitum

INSTRUCTIONAL METHODS:

- 1. Lecture/Discussion
- 2. Demonstration
- 3. Guided Clinical Practice

LEARNING ACTIVITIES:

- 1. Participate in the lecture/discussion session on "Understanding American and Indo-Chinese Intercultural Relations in Schools"
- 2. Analyze intercultural interactions involving Indo-Chinese students.
- 3. Provide written responses to the performance objectives where applicable.
- 4. Utilize recommended resources as needed.

RESOURCES:

- 1. Center for Applied Linguistics, A Handbook for Teachers of Vietnamese Students: Hints for Dealing with Cultural Differences in the Classroom. Vietnamese Refugee Education Series. Arlington, VA: Center for Applied Linguistics, 1975.
- 2. Center for Applied Linguistics, On Assimilating Vietnamese and Cambodian Students into U.S. Schools. Indo-Chinese Refugee Education Guides. Educational Administration Series. Arlington, VA: Center for Applied Linguistics, 1975.

3. Center for Applied Linguistics, On Keeping Lines of Communication with Indo-Chinese Children Open. Indo-Chinese Refugee Education Guides. Elementary Education Series. Arlington, VA: Center for Applied Linguistics, 1975.
4. Center for Applied Linguistics, Perspectives on a Cross-Cultural Problem: Getting to Know the Vietnamese. Indo-Chinese Refugee Education Guides. General Information Series. Arlington, VA: Center for Applied Linguistics, 1975.
5. Crawford, A. Customs and Culture of Vietnam. Rutland, VT: Charles E. Tuttle, 1975.
6. Fitzgerald, F. Fire in the Lake. New York: Random House, 1972.
7. Flanagan, B. A. and King, V. D. "Vignettes of Intercultural Interactions Involving Indo-Chinese Students." New Orleans: Our Lady of Holy Cross College, 1978.

EVALUATION: Performance objectives 1-4 are enabling objectives for performance objective 5. Therefore, a summative test based solely on performance objective 5 will be employed to evaluate participant performance in this module.

INTERCULTURAL INTERACTIONS

Vignette 1

SETTING: A group of students are holding an after school meeting prior to Student Council elections. Chinh, who is popular with his fellow students, has been nominated to run for representative of the sophomore class. The following discussion takes place.

Bob: "Chinh, at the assembly program tomorrow you can give a speech telling the students about yourself and what you can do as our representative. Do you want some help?"

Chinh: "That's no good."

Bob: "Why? What do you mean?"

Chinh: "They know who I am."

Bob: "Yes, but you have to tell them how good you are."

Chinh: "Telling them is no good."

Bob: "I don't understand. I thought you were really serious about being class representative."

PARTICIPANT'S ANALYSIS:

1. The nature of the interaction in this situation was primarily
 - a. Teacher--non-verbal--schooling and education
 - b. Student--non-verbal--family structure
 - c. Student--verbal--religion
 - d. Family--verbal--political and economic orientation
 - e. Administrative staff--non-verbal--ethnic composition
2. In the interaction between Bob and Chinh, Chinh was trying to say that
 - a. he did not want to run for office.
 - b. he was bashful.
 - c. he resented Bob telling him what to do.
 - d. he thought that the assembly program was nonsense.
 - e. he had different ideas about campaigning.
3. In this situation, Bob thought that
 - a. Chinh did not want to run.
 - b. Chinh was bashful.
 - c. Chinh did not know how to make a campaign speech.
 - d. Chinh wanted help with the speech.
 - e. All of the above.

4. If this type of interaction continues, Bob might
 - a. refuse to support Chinh.
 - b. think that Chinh is being smug.
 - c. think that Chinh enjoys being coaxed.
 - d. refuse to believe Chinh in the future.
 - e. All of the above.
5. If this type of interaction continues, Chinh might
 - a. withdraw from the election.
 - b. become angry with Bob.
 - c. think that Bob is insensitive to his feelings.
 - d. think that Bob is unfriendly.
 - e. All of the above.
6. Bob can prevent recurrences of this kind by
 - a. understanding what Chinh's real objection is.
 - b. encouraging Chinh not to participate in the election.
 - c. telling Chinh that he has to adjust to American customs.
 - d. writing the speech for Iwan.
 - e. insisting that Chinh write his own speech.

Vignette 2

SETTING: A group of Anglo students are in the cafeteria during the lunch period. Several Indo-Chinese students are seated nearby. The following discussion takes place among the Anglos.

Student 1: "Boy, these gooks are just as bad as niggers. They must have 15 people living in that house down the street."

Student 2: "Yeah, from little kids to those old, old people."

Student 3: "I wonder where they all sleep. That house isn't that big."

Student 2: "I don't understand how they can live like that. Can you imagine sleeping in the same room with all your sisters, brothers, and cousins - and maybe even your grandparents?"

Student 1: "Boy, that must be a bad scene."

PARTICIPANT'S ANALYSIS:

1. The nature of the interaction in this situation was primarily
 - a. Student--non-verbal--dietary habits
 - b. Student--non-verbal--family structure
 - c. Family--verbal--schooling and education
 - d. Student--verbal--housing and living conditions
 - e. Family--non-verbal--history

2. In the interaction, the Anglo students were saying that
 - a. they did not like Indo-Chinese.
 - b. they did not approve of the living conditions of Indo-Chinese.
 - c. they did not like Indo-Chinese living in their neighborhood.
 - d. they felt superior to Indo-Chinese.
 - e. All of the above.
3. If the Indo-Chinese students overheard the conversation, they might
 - a. feel embarrassed.
 - b. become angry.
 - c. be surprised.
 - d. develop bitterness and hostility toward Anglos.
 - e. All of the above.
4. If this type of criticism continues, the Anglo students might
 - a. reject all Indo-Chinese.
 - b. think that Indo-Chinese people are inferior.
 - c. think that Indo-Chinese people are backward.
 - d. feel that the Indo-Chinese should not have been allowed to emigrate to America.
 - e. All of the above.
5. The teacher can prevent recurrences of this situation by
 - a. supporting students in their criticism of Indo-Chinese.
 - b. punishing students for their derogatory remarks.
 - c. labeling students as bigots.
 - d. pointing out the importance of acceptance of cultural diversity.
 - e. reporting students to the principal's office.

Vignette 3

SETTING: The social studies class is covering a unit on occupations. Each student is to make a brief report on his father's occupation.

Teacher: "Dinh, let's hear your report."

Dinh: "My father is a lawyer."

(there is a loud outburst of laughter and snickering)

Teacher: "What is the problem? Where does your father work, Dinh?"

Dinh: "The supermarket."

Student in back of room: "Stocking groceries. Some lawyer!"

Dinh: Silence.

PARTICIPANT'S ANALYSIS:

1. The nature of the interaction in this situation was primarily
 - a. Family--verbal--ethnic composition
 - b. Student--verbal--schooling and education
 - c. Teacher--non-verbal--language variation
 - d. Teacher--verbal--family structure
 - e. Student--non-verbal--social position of men and women
2. In the interaction between the class and the student. Dinh was
 - a. lying about his father's training
 - b. unwilling to face the truth
 - c. proud that his father was a lawyer.
 - d. not embarrassed because his father worked at the supermarket.
 - e. c and d
3. The class had difficulty believing that Dinh's father was a lawyer because
 - a. he was not employed in his profession.
 - b. he worked as a stock boy.
 - c. the majority of Vietnamese refugee families are farmers.
 - d. they felt that they were superior
 - e. a, b, and d.
4. If this type of ridicule continues, the students might
 - a. use Dinh as the object of their jokes.
 - b. admire Dinh for his honesty.
 - c. admire Dinh's father for his humility.
 - d. All of the above
 - e. None of the above
5. If this type of situation continues, Dinh might
 - a. begin to think negatively of his father.
 - b. refuse to admit what his father does for a living.
 - c. refuse to participate in class.
 - d. refuse to participate in kinds of social interaction with his classmates.
 - e. b, c and d
6. The teacher can prevent recurrences of this kind by
 - a. punishing the class for the outburst.
 - b. helping students understand the plight of Indo-Chinese refugees.
 - c. discussing the merits of hard work.
 - d. reprimanding Dinh for lying.
 - e. All of the above.

Module 04: Designing Indo-Chinese Ethnic Studies

MODULE 04: Designing Indo-Chinese Ethnic Studies

DESCRIPTION: This module provides for participant application of the knowledge, attitudes, and skills gained from the first three modules in his/her design of an Indo-Chinese ethnic studies course appropriate for classroom use. Specifically, participants will employ the two conceptual models presented in this module in preparing their own courses in Indo-Chinese ethnic studies.

RATIONALE: This module is based on the premise that participants will be more effective in teaching Indo-Chinese ethnic studies if they employ the principles upon which this course is based. It is highly recommended that participants pattern their efforts after the modules in this course. The basis for this recommendation is twofold: (1) the conceptual model for ethnic studies is a logical and proven procedure, and (2) the systems approach to instructional design is a highly efficient and effective technique. A clear understanding of the rationale of the conceptual model for ethnic studies and the systems approach to instructional design is needed by participants to apply effectively the knowledge, attitudes, and skills gained from Modules 01, 02, and 03 in preparing their own courses in Indo-Chinese ethnic studies.

PERFORMANCE OBJECTIVES: Upon completion of the learning abilities in Module 04, the workshop participants will be able to perform the following tasks in their entirety:

1. Define the expression ethnic studies.
2. Explain the conceptual model for ethnic studies.
3. Define the term system.
4. Define the expression instructional design.
5. Identify the three phases of instructional design.
6. Flow chart a conceptual model for the total task of designing instruction.
7. Explain the essential differences between instructional design at the course syllabus and instructional module levels.
8. Name the two philosophical presuppositions essential to instructional design.
9. Name the three criteria for evaluating instructional effectiveness.
10. Prepare an Indo-Chinese ethnic studies course appropriate for classroom use based on the conceptual models presented in this module.

PREREQUISITE KNOWLEDGE: Mastery of the objectives in previous modules.

ADVANCE ORGANIZER FOR PRESENTATION:

1. Definition of Ethnic Studies: "... the process of understanding and resolving intercultural conflict."

- II. A Conceptual Model for Ethnic Studies (Understanding and Resolving Intercultural Conflict): An Overview (Appendix B)
 - A. Process One: Develop Awareness of Cultural Influences on Perception
 - B. Process Two: Develop Knowledge of Specific Cultures
 - C. Process Three: Analyze Intercultural Interaction
 - D. Process Four: Design Conflict-Resolution Strategies
- III. Basic Considerations Relative to the Systems Approach
 - A. Definition of a System: "... a deliberately designed synthetic organism, comprised of interrelated and interacting components, which are employed to function in an integrated fashion to attain predetermined purposes."
 - B. The Systems Concept and Weapons Research
 - C. Systems Philosophy and Its Sensitivity to the Systematic Nature of Reality
- IV. Basic Considerations Relative to Instructional Design
 - A. Definition of Instructional Design: "Instructional design is the process of specifying and producing particular environmental situations which cause the learner to interact in such a way that a specified change occurs in his behavior."
 - B. Three Phases of Instructional Design
 - 1. Phase I: Preparing Instruction
 - 2. Phase II: Implementing Instruction
 - 3. Phase III: Evaluating Instruction
- V. Needed: A Systems Approach to Instructional Design (Appendix C, Exhibit 1)
- VI. Designing Instruction at the Course Syllabus Level
 - A. A Conceptual Module for Designing a Course Syllabus (Appendix C, Exhibit 2)
 - B. Factors to be Considered in the Design of a Course Syllabus
 - 1. Educational Needs To Be Addressed
 - 2. Course Identification
 - 3. Course Description

4. Course Rationale
5. Course Goals
6. Course Prerequisites
7. Sequence of Course Modules
8. Instructional Methods
9. Course Requirements
10. Available Resources
11. Course Schedule
12. Evaluation Plan
13. Evaluation of Course Effectiveness.

C. A Checklist for Designing a Course Syllabus (Appendix C, Exhibit 3)

VII. Designing Instruction at the Instructional Module Level

- A. A Conceptual Model for Designing an Instructional Module (Appendix C, Exhibit 4)
- B. Phases and Components in the Design of an Instructional Module
 1. Phase I: Preparing Instruction
 - a. Module (Unit) Description and Justification: Reflections of the Module (Unit) Goal
 - (1) Nature of an Instructional Goal
 - (2) Narrative Description of the Module
 - (3) Rationale for the Module
 - b. Performance Objectives
 - (1) Definition of Performance Objective
 - (2) Components of a Well-Formulated Performance Objective
 - (a) Learner-Oriented Subject
 - (b) Terminal Behavior
 - (c) Conditions
 - (d) Standards

- (3) Reasons for Using Performance Objectives
 - (a) Basis for Planning
 - (b) Basis for Communication
 - (c) Basis for Guiding Student Learning
 - (d) Basis for Evaluation
- c. Identification and/or Assessment of Prerequisite Knowledge
 - (1) Dependent Upon Nature of the Topic
 - (2) Determination of Appropriate Starting Point in a Module
- d. Advance Organizer and the Sequencing of Topics
 - (1) Definition of Advance Organizer
 - (2) Characteristics of Advance Organizer
 - (3) Bases for the Sequencing of Topics
 - (a) Logic
 - (b) Nature of the Subject
 - (c) Principles from the Psychology of Learning

2. Phase II: Implementing Instruction

- a. Instructional Methods and Student Activities: Reflections of Module Objectives
 - (1) Performance Objectives As Indicators of Types of Learning
 - (2) Types of Learning As Determiners of Instructional Methods
 - (3) Student Activities
 - (a) Equivalent Practice
 - (b) Analogous Practice
- b. Resources
 - (1) Types of Resources
 - (a) Commercially-Prepared Resources

(b) Instructor-Prepared Resources

(c) Resource Personnel

(2) Criteria for Selecting Resources

3. Phase III: Evaluating Instruction

a. Formative Evaluation and Learning Correctives: The Relationship

(1) Considerations Relative to Formative Evaluation

(a) Definition of Formative Evaluation

(b) Implications for Students

(c) Implications for Teachers

(2) Considerations Relative to Learning Correctives

(a) Definition of Learning Correctives

(b) Types of Learning Correctives

b. Summative Evaluation

(1) Definition of Summative Evaluation

(2) Criterion-Referenced Summative Evaluation

c. Module Evaluation by Students

C. A Checklist for Designing Instruction at the Instructional Module Level (Appendix C, Exhibit 5)

VIII. Philosophical Presuppositions Essential to Instructional Design

A. Student as Principal Cause of His Own Learning

B. Teacher as Instrumental Cause of Student Learning

IX. Criteria for Evaluating Instructional Effectiveness

A. Student Mastery of Performance Objectives

B. Student Opinion of Instructor Effectiveness and Own Intellectual and Professional Growth

C. Evidence of Instructional Design Skills

INSTRUCTIONAL METHODS:

1. Lecture/Discussion

2. Demonstration
3. Guided Clinical Practice

LEARNING ACTIVITIES:

1. Participate in the lecture/discussion session on "Designing Indo-Chinese Ethnic Studies."
2. Complete the Formative Test.
3. Provide written responses to the performance objectives where applicable.
4. Consult the recommended readings as needed.

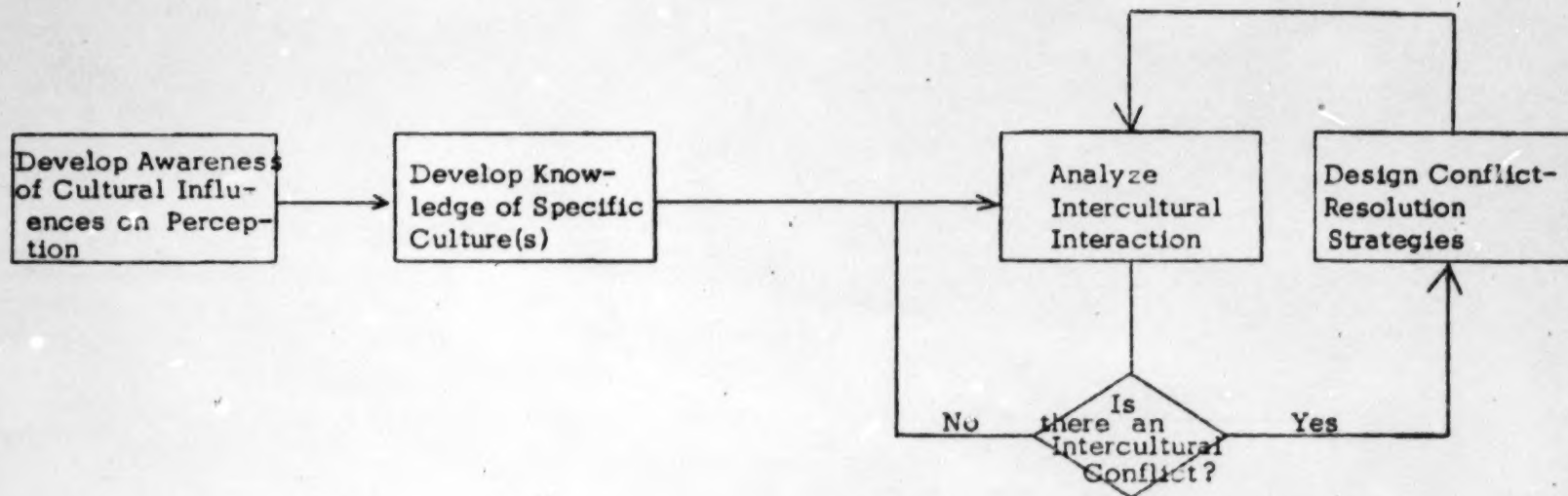
RESOURCES:

1. Banathy, B. H. Instructional systems. Palo Alto, Calif.: Fearon Publishers, 1968.
2. Merrill, M. D. (Ed.). Instructional design: Readings. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.
3. Penta, F. B., & Penta, M. Q. A systems approach to planning instruction. Journal of Dental Education, 1974, 38, 440-446.

EVALUATION: Performance objectives 1-9 are enabling objectives for performance objective 10. Therefore the instructional design project described in performance objective 10 will be the sole criterion for evaluating participant performance in this module.

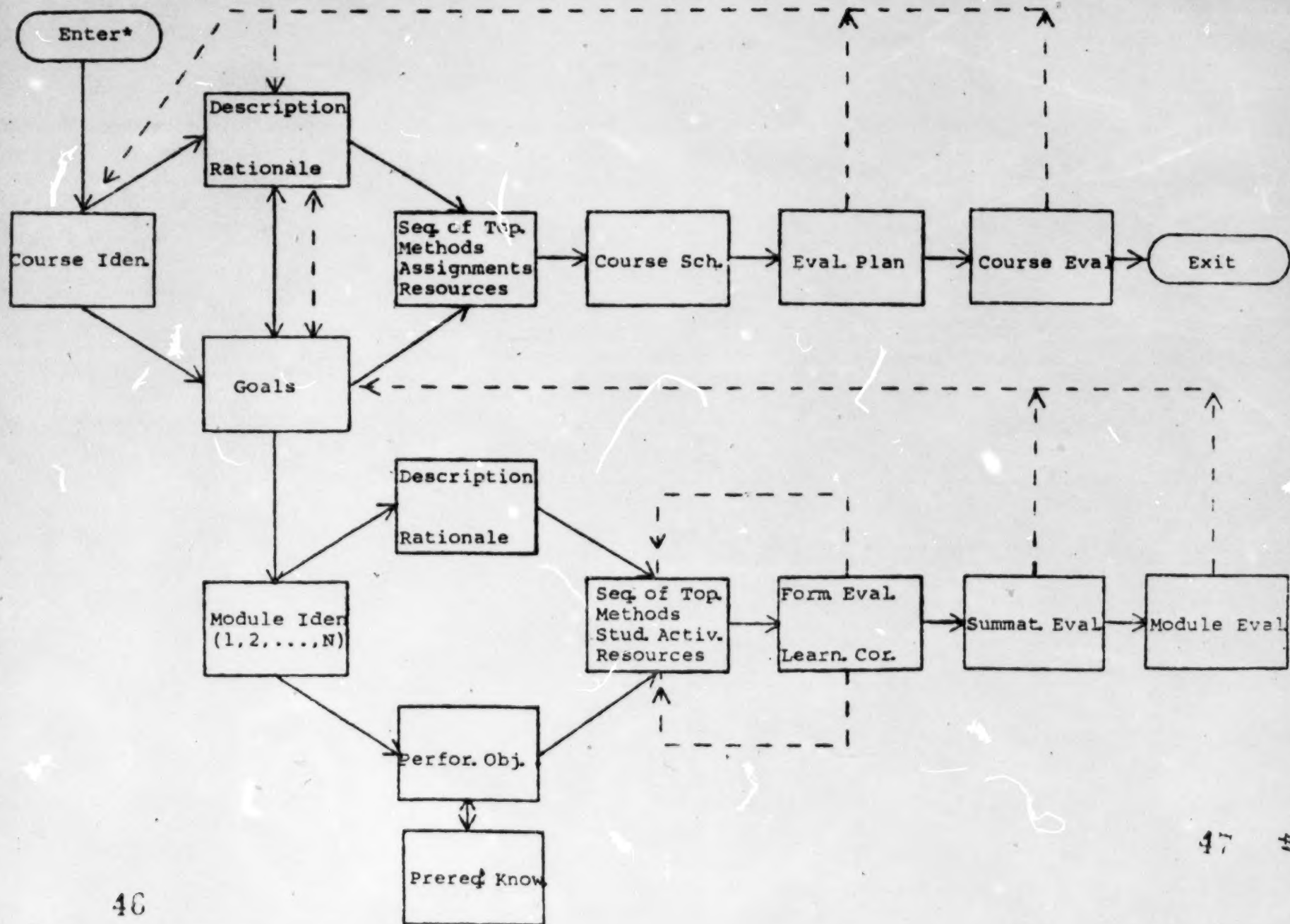
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Structure of Intercultural Relations in Schools

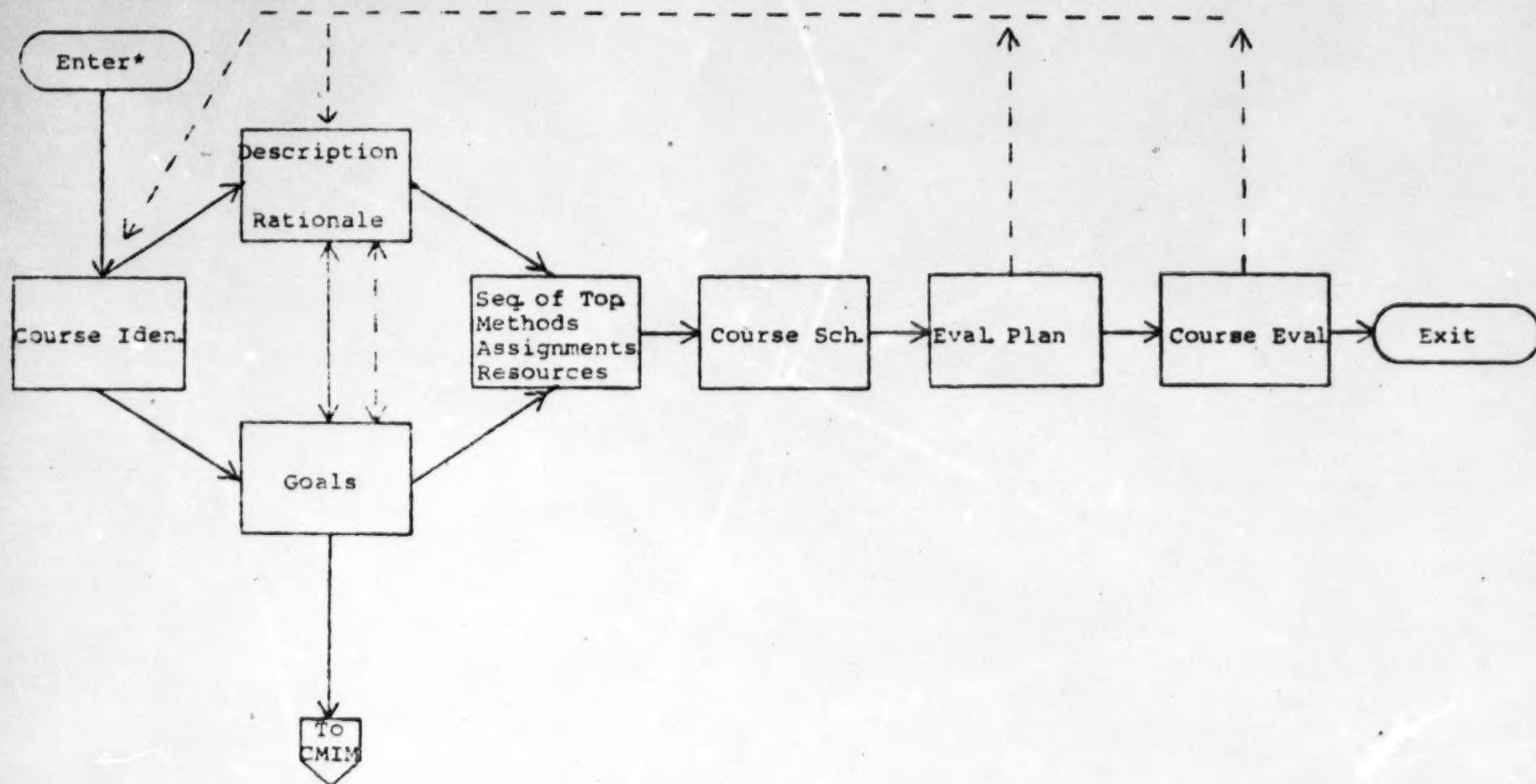


A Conceptual Model for Ethnic Studies

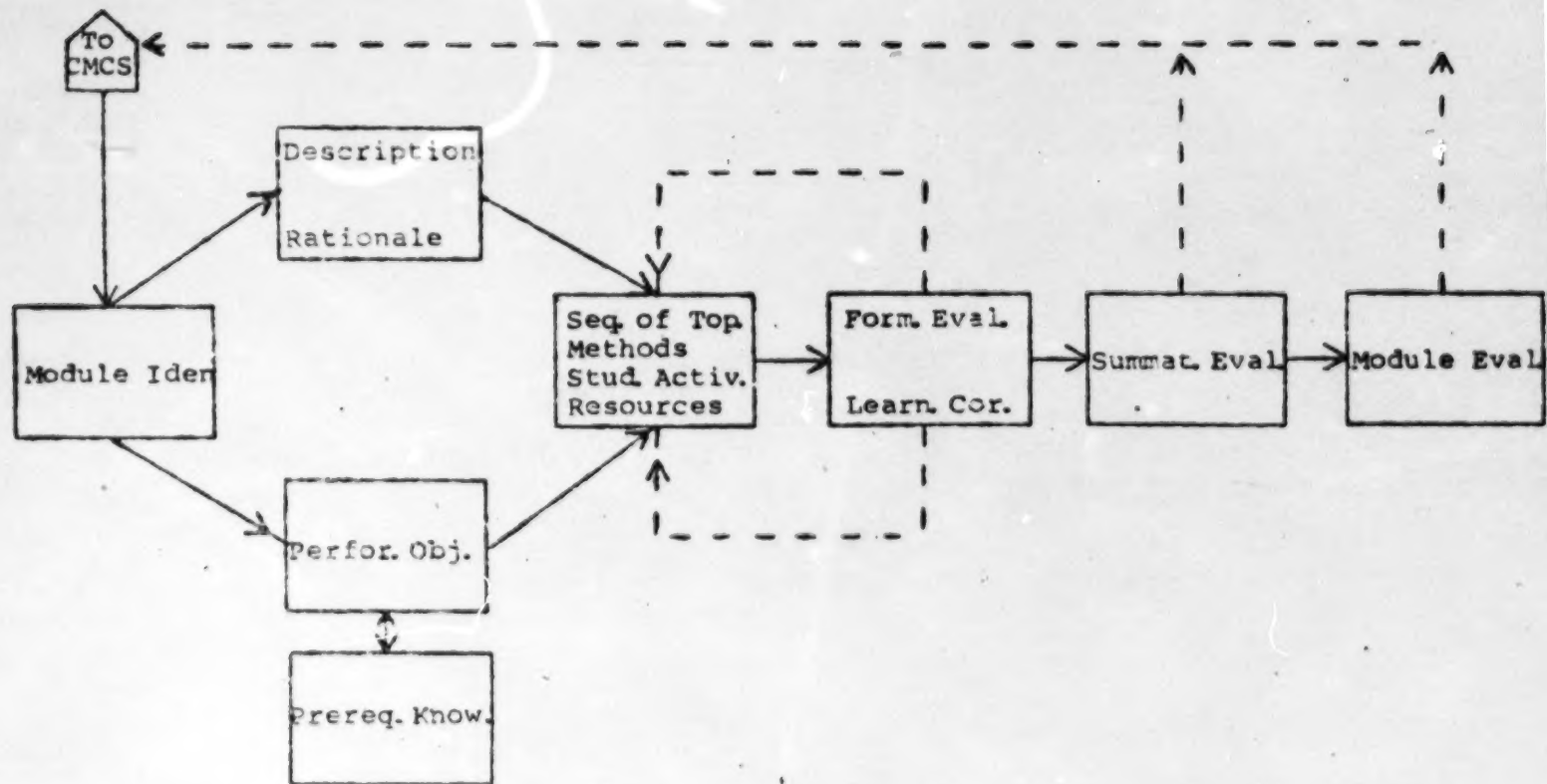
*With Perceived Training Needs



*With Perceived Training Needs



A CONCEPTUAL MODEL FOR DESIGNING A COURSE SYLLABUS



A CONCEPTUAL MODEL FOR DESIGNING AN INSTRUCTIONAL MODULE